![Durham College - Success Matters logo]

Sch Interdisciplinary Studies

Selected Topics in Psychology

2020-21 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

Course Code:	GNED 1106	**Course Equiv. Code(s):**	GNED 1090, PSYC 1000, PSYC 1050, PSYC 1051
Course Hours:	42	**Course GPA Weighting:**	3
Prerequisite:	N/A		
Corequisite:	N/A		
Laptop Course:	Yes ☐	No ☒	
Delivery Mode(s): In class ☐	Online ☒	Hybrid ☒	Correspondence ☐

Pandemic remote teaching delivery mode ☒ **Fully asynchronous**	☐ **Combined asynchronous and synchronous**	
Remote proctoring required Yes ☐ No ☒		
Authorized by (Dean or Director): Stephanie Ball	**Date:** August 2020	

Prepared by		
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Course Description:

In this course, students will learn about some popular topics in psychology including learning, memory, sleep and consciousness, psychological disorders, and social psychology. Through hands-on experiments, activities, case studies, multimedia, and demonstrations, students will gain an appreciation for psychology as a social science. Each final evaluation criteria for each unit will be students' choice but will include either a project using various formats(written, video, etc) or a multiple choice test.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in http://www.durhamcollege.ca/plar. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes [X]   **No** [ ]

PLAR Assessment (if eligible):

[X] Assignment

[X] Exam

[ ] Portfolio

[ ] Other

[   ]

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

CLO1   Acquire knowledge of academic integrity and APA formatting and apply it in a variety of contexts.

CLO2   Identify some basic content in psychology as it relates to everyday behaviours.

CLO3   Explore the relationships between psychological concepts and everyday life.

CLO4   Identify the key features of psychological disorders and the connection to real world behaviours.

CLO5   Develop an appreciation for the value of psychology, and in the world around us.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

[X]   EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

[X]   EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

[ ]   EES 3. Execute mathematical operations accurately.

[ ]   EES 4. Apply a systematic approach to solve problems.

[X]   EES 5. Use a variety of thinking skills to anticipate and solve problems.

[X]   EES 6. Locate, select, organize, and document information using appropriate technology and information systems.

[X]   EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.

[X]   EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.

[ ]   EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

[X]   EES 10. Manage the use of time and other resources to complete projects.

[X]   EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
In Process: Weeks 1-14: In-Class Activities including online or face-face (5% per Unit (x4 units), see note 1	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	20
Quiz: Weeks 1-14: REVEL Quizzes (5% per Unit (x4), see note 2	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	20
Project: Week 5: Unit 1 Learning and Memory Project OR Online Test, see note 3	CLO1, CLO2, CLO3	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	15
Project: Week 8: Unit 2 Sleep and Consciousness Project OR Online Test, see note 3	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES5, EES7, EES8, EES10, EES11	15
Project: Week 11: Unit 3 Psychology Disorders Project, OR Online Test, see note 3	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	15
Project: Week 14: Social Psychology Project OR Unit 4 Online Test, see note 3	CLO1, CLO2, CLO3, CLO5	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	15
Total			**100%**

Notes:

1. Weekly Activities- Students will be evaluated for participation and preparedness throughout the semester in regards to class activities. Students will receive up to 5% per module - (worth 20% of their overall grade). In weeks 1 and 2 students can earn bonus marks see note 5.

2. REVEL Quizzes - Students will be evaluated for their participation in a variety of online quizzes using the Pearson REVEL program which is included in the textbook purchase. Students will receive up to 5% per unit based on the results of these quizzes (worth 20% of their overall grade). Students have unlimited attempts at the quizzes, but must earn a minimum score of 65% to earn full credit for this portion of the course. Weeks 1 and 2 students can earn a bonus mark.

3. There will be 4 units in this course. Students will choose which way they want to be evaluated on their content knowledge of that unit. For each unit, the choice will be either a summative project OR an individual, online test. Projects are due by midnight on the Friday of the week they are due; TESTS are due by midnight on the Sunday of the week they are due.

4. The summative project for each unit are as follows (your instructor will provide additional details):

   Unit 1) Learning and Memory Photo Collection (You will select 20 concepts (10 related to learning and 10 related to memory) and take pictures with your phone or camera related to the content. You will be asked to include the corresponding definitions and explain how each picture relates to each of the concepts you chose)

   Unit 2) Sleep or Drugs Topic Poster (Your group will research a topic and then prepare a digital poster or infographic describing a sleep-related topic or the effects of the drug you have chosen).

   Unit 3) Nature vs. Nurture Paper (You will select one topic related to psychological disorders and investigate how much of the topic is biologically determined at birth (nature) and how much is caused by environmental exposure (nurture)).

Unit 4) Social Psychology Video (You will choose one topic and create a video outlining various information about that topic. Video can be done in the form of a PSA, Commercial, Advertisement, Informative Video, etc.)

5. Bonus marks are available to achieve in weeks 1 and 2 for practice revel quizzes chapter 1 and APA in class activities.

Required Text(s) and Supplies:

1.
Wood, S. E., Wood, E. G., Boyd, D., Wood, E., & Desmarais, S. (2019). The World of Psychology (9th Canadian Edition) with REVEL. Toronto, ON: Pearson. ISBN: 9780136462934

Purchase your electronic textbook at the campus bookstore for a special price or during the Revel set-up process. Students may request a printed copy of the textbook from Pearson for approximately $20. (Note: paper copies of the textbook are available to read at the campus library but they must be kept inside the library (i.e., they cannot be checked out). Students who choose to read the paper textbook at the library will still be required to purchase electronic access to REVEL as part of the assessments in the course are completed inside that platform.)

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology	**+** attendance
+ Academic Policies	**+** absence related to tests or assignment due dates
+ Academic Honesty	**+** excused absences
+ Student Code of Conduct	**+** writing tests and assignments
+ Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	**+** classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/

Course Specific Policies and Expectations:

This course is offered in Hybrid and Online learning delivery modes. The term in-class refers to weekly activities for both delivery modes.

ATTENDANCE: Regular attendance and participation in-class is closely linked to student success and strongly encouraged as it has been shown to be the best predictor of student success. A student missing topics will be less able to complete subsequent assignments. If a student is absent for the week, it is his/her responsibility to learn what was missed prior to the next week.

It is the student's responsibility to access all course materials. In the event that the student cannot fulfill this obligation, it is the student's responsibility to notify their faculty, as required. Each student is responsible for any missed materials and instruction as a result of their in class (Hybrid or online) absence. In addition, it is the student's responsibility to complete all evaluation criteria   and to be aware of all announcements made in class and on DC Connect (please be sure to "opt-in" to announcements under the Notifications settings of your DC Connect profile).

RESPECT: Students must conduct themselves with consideration for their classmates in both in class and online group work and conversations.

DEADLINES: As in the workplace, failure to meet deadlines results in loss of credibility and grades. Course work not submitted by deadline will receive a grade of zero. Reconsideration may be given at the discretion of the faculty if proper notification and documentation is given.

WEEKLY ACTIVITIES: The lowest weekly activity (1 per unit) will be dropped to allow flexibility life events which may occasionally prevent class attendance. This will be done automatically and no action is required on the part of the student.

MISSED UNIT Project: Students who do not complete a project (project or test) for one unit by the deadline will be permitted to complete a comprehensive make-up test during week 14. This test will include content from all 4 units in the course and this option can only be used to make up ONE missed unit assessment. Subsequent missed assessments will receive a grade of 0. Students electing for this option must contact their professor within 48 hours of the missed unit assessment deadline.

EXTRA PROJECTS/ACTIVITIES: Students will not be allowed to do 'extra' work/projects to 'bring up their mark' at the end of the semester - students must complete and hand in their work as it is assigned.

CONTENT: Material produced in or for class must be in good taste and mature in nature. All work must be original (see below).

ORIGINAL WORK: All material produced in or for class, whether text, image, or digital, must be original, or correctly cited. Plagiarism is a form of stealing. It includes, but is not limited to, failure to indicate the ideas, data, graphic elements, or language of another, without specific and proper acknowledgment. Students who plagiarize, or cheat in any way, will be cited and face disciplinary actions, according to Durham College's Academic Integrity Policy (ACAD - 101).
Please make note that plagiarism includes taking the work of another student (or work downloaded from the internet) and submitting it as your own, even if you 'tweak' it. Giving your work to another student to submit, even if the other student 'tweaks' it is also plagiarism. If you are unclear on what constitutes 'reference material', please discuss it with your faculty.

BACKING UP COURSE WORK: Students are responsible for ensuring their work is being backed up on a regular basis. Lost work due to technical issues is not an acceptable reason for missing a deadline, even with proper documentation.

ACADEMIC ASSISTANCE: Students are encouraged to discuss academic concerns with the faculty. Additional help from the faculty is available (by appointment) outside of class time for individuals or groups on an as-needed basis. Academic issues that can affect a student's success (i.e. course selection, success strategies) may also be discussed with the Student Advisor in the School of Interdisciplinary Studies & Employment Services (Room SW216).

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.

2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.

3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.

4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)

5. A full description of the Academic Appeals Process can be found at https://durhamcollege.ca/about/governance/policies/academic-policies .

6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.

7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	In Class

Wk.	
1	**Course Learning Outcomes** CLO1

Essential Employability Skills

Taught:	EES1, EES2, EES6, EES8, EES10, EES11	Practiced:	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

Introduction to GNED (MTCU, what is it, why is it required?)
Class expectations
Textbook Revel (how to)
APA formatting, New 7th edition
Academic integrity (SALS tutorial)

Intended Learning Activities

Icebreaker
Handout
Discussion

Resources and References

Textbook/REVEL video
SALS tutorial
Weekly content posted on DC connect:
-GNED video
-Introduction sheet

Evaluation	**Weighting**
In Process: Weeks 1-14: In-Class Activities including online or face-face (5% per Unit (x4 units), see note 1	20%

Wk.	Hours:	3	Delivery:	In Class

Wk.	
2	**Course Learning Outcomes** CLO1, CLO2
	Essential Employability Skills
	Taught: EES1, EES5, EES7 **Practiced:** EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives Psychology as a science Scientific method (research design, IV/DV, correlations) Psychological perspectives
	Intended Learning Activities Experiment Case Study Discussion Video
	Resources and References Textbook- Ch1 REVEL: 1.1, 1.2, 1.3, & 1.6 Weekly content posted on DC connect -PowerPoint slides -Psychology Crash Course Video -Additional resources
	Evaluation **Weighting** Quiz: Weeks 1-14: REVEL Quizzes (5% per Unit (x4), see note 2 20%

Wk.	Hours:	3	**Delivery:**	In Class

3	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO5

	Essential Employability Skills			
	Taught:	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 1: Learning and memory week 1 of 3
Operant conditioning
Classical conditioning
Introduce project

Intended Learning Activities

Lemonade experiment
Case Study
Discussion
Video

Resources and References

Textbook- Ch5
REVEL: 5.1, 5.2 and 5.6
Weekly content posted on DC connect:
-PowerPoint slides
-Examples in marketing and advertising
and additional resources

Evaluation

Wk.	Hours:	3		Delivery:	In Class	

4	**Course Learning Outcomes**
	CLO2, CLO3, CLO4

Essential Employability Skills			
Taught:	EES1	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 1: Learning and memory week 2 of 3
Memory- processes,
Memory structure
Mnemonic devices

Intended Learning Activities

Handout
Discussion
Video

Resources and References

Textbook- Ch6
REVEL: 6.1, 6.2, 6.6
Weekly content posted on DC connect:
-PowerPoint slides
-Eyewitness memory demos (faces and car)
-How to study/use mnemonic devices
and additional resources

Evaluation

Wk.	Hours:	3	Delivery:	In Class

5	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO5

Essential Employability Skills

Taught:	EES1	Practiced:	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 1: Learning and memory week 3 of 3
Attention
Memory accuracy
Memory failures (including amnesia)

Intended Learning Activities

Attention Demonstration
Discussion
Video

Resources and References

Textbook- Ch6
REVEL: 6.3, 6.4, 6.5
Weekly content posted on DC connect:
- PowerPoint slides
- additional resources

Evaluation	**Weighting**
Project: Week 5: Unit 1 Learning and Memory Project OR Online Test, see note 3	15%

Wk.	Hours:	3	Delivery:	In Class

6	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 2: Sleep and consciousness week 1 of 3
Biological clock
Sleep and Dreams
Sleep disorders
Introduce project

Intended Learning Activities

Case Study
Discussion
Video

Resources and References

Textbook- Ch4
REVEL: 4.1, 4.2, 4.3
Weekly content posted on DC connect:
-PowerPoint slides
-Sleep Diary
-Ted talk Video and additional resources

Evaluation

Wk.	Hours:	3	Delivery:	In Class

7	**Course Learning Outcomes** CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1	Practiced:	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 2: Sleep and consciousness week 2 of 3
Altered states of consciousness
Meditation
Drugs (1 of 2)

Intended Learning Activities

Demonstration
Case Study
Discussion
Video

Resources and References

Textbook- Ch4
REVEL: 4.4
Weekly content posted on DC connect:
-PowerPoint slides
-Meditation video and additional resources

Evaluation

Wk.	Hours:	3	Delivery:	In Class

Wk.	
8	**Course Learning Outcomes** CLO1, CLO2, CLO3, CLO4, CLO5
	Essential Employability Skills **Taught:** EES1 **Practiced:** EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives UNIT 2: Sleep and consciousness week 3 of 3 Drugs (continued) Addiction
	Intended Learning Activities Experiment Case Study Discussion Video
	Resources and References Textbook- Ch4, REVEL: 4.5 Weekly content posted on DC connect: - PowerPoint slides -Caffeine or sugar experiment - observation of video and additional resources
	Evaluation **Weighting** Project: Week 8: Unit 2 Sleep and Consciousness Project OR Online 15% Test, see note 3

Wk.	Hours:	3		Delivery:	In Class	

9	**Course Learning Outcomes**
	CLO2, CLO3, CLO4, CLO5

Essential Employability Skills			
Taught:	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 3: Psychological Disorders week 1 of 3
DSM/What is normal?
Language and stigma
Anxiety Disorders, & Phobias
OCD (changed in DSM-5)
Introduce project

Intended Learning Activities

Demonstration
Case Study
Discussion
Video

Resources and References

Textbook- Ch13
REVEL: 13.1, 13.2
Weekly content posted on DC connect:
-Powerpoint slides
- https://cmha.ca/mental-health-meter
-Baby Albert Video (Classical Conditioning)
ttps://www.anxietycanada.com/

Evaluation

Wk.	Hours:	3	Delivery:	In Class	

10	**Course Learning Outcomes** CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 3: Psychological Disorders week 2 of 3
Mood disorders
Suicide
Personality disorders

Intended Learning Activities

Case Study
Discussion
Video

Resources and References

Textbook- Ch13
REVEL: 13.5, 13.6.
Weekly content posted on DC connect:
-PowerPoint slides and additional resources
-Residential school survivors (generational trauma) and additional resources

Evaluation

Wk.	Hours:	3		Delivery:	In Class

Wk.	
11	**Course Learning Outcomes** CLO2, CLO3, CLO4, CLO5

Essential Employability Skills

Taught:	EES1	Practiced:	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 3: Psychological Disorders week 3 of 3
Schizophrenia
Trauma
Dissociative disorders

Intended Learning Activities

Case Study
Discussion
Video

Resources and References

Textbook- Ch13
REVEL: 13.4, 13.3
Weekly content posted on DC connect:
- PowerPoint slides
- Ted talk Video and additional resources
- Complete a cognitive task while hearing voices
- Hearing voices video (Anderson Cooper schizophrenia simulator)?

Evaluation	Weighting
Project: Week 11: Unit 3 Psychology Disorders Project, OR Online Test, see note 3	15 %

Wk.	Hours:	3		Delivery:	In Class	
12	**Course Learning Outcomes**					
	CLO2, CLO3, CLO4, CLO5					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11		**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11	
	Intended Learning Objectives					
	UNIT 4: Social Psychology week 1 of 3 Conformity Compliance Obedience Introduce project					
	Intended Learning Activities					
	Experiment Case Study Discussion Video Shape activity					
	Resources and References					
	Textbook- Ch10 REVEL: 10.3 Weekly content posted on DC connect: - PowerPoint slides - Milgram Experiment - Video -Stanford Prison Experiment - Video and additional resources					
	Evaluation					

Wk.	Hours:	3	Delivery:	In Class	

13	**Course Learning Outcomes**
	CLO2, CLO3, CLO5

Essential Employability Skills

Taught:	EES1	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 4: Social Psychology week 2 of 3
Attitudes (prejudice, stereotypes, discrimination)
Cognitive dissonance
Aggression

Intended Learning Activities

Discussion
Video

Resources and References

Textbook- Ch10
REVEL: 10.6, 10.8
Weekly content posted on DC connect:
- IAT
- PowerPoint slides and additional resources

Evaluation

Wk.	Hours:	3	Delivery:	In Class

	Course Learning Outcomes
14	CLO1, CLO2, CLO3, CLO5

Essential Employability Skills

Taught:	EES1	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives

UNIT 4: Social Psychology week 3 of 3
Attraction
Bystander effect
Fundamental attribution error

Intended Learning Activities

Demonstration
Case Study
Discussion
Video

Resources and References

Textbook- Ch10
REVEL: 10.2, 10.7
Weekly content posted on DC connect:
- PowerPoint slides
- Violating social norms and additional resources

Evaluation	**Weighting**
Project: Week 14: Social Psychology Project OR Unit 4 Online Test, see note 3	15%